

## Estill Middle

555 Third Street  
Estill, South Carolina 29918

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	344 Students	
<b>Principal</b>	Fayette Nick	803-625-5200
<b>Superintendent</b>	Dennis Thompson, Jr.	803-625-5000
<b>Board Chair</b>	Mrs. Myrtle W. Sumter	803-625-2187

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	0	1	6	47

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Unsatisfactory	Good	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

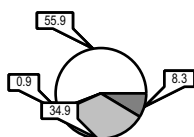
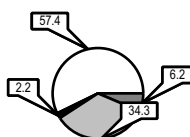
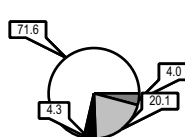
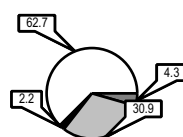
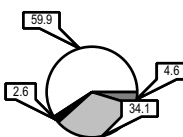
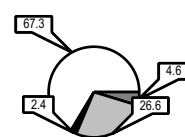
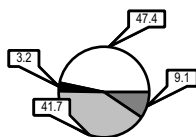
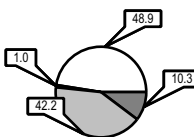
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	90.0
<b>English 1</b>	N/A	81.0
<b>Biology 1/Applied Biology 2</b>	N/A	43.4
<b>Physical Science</b>	N/A	27.9
<b>All Subjects</b>	100.0	82.5

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	336	99.7	55.6	35.2	8.3	0.9	13.3	No	Yes
<b>Gender</b>									
Male	161	100.0	65.8	27.7	5.8	0.6	10.3	N/A	N/A
Female	175	99.4	46.2	42.0	10.7	1.2	16.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	321	99.7	56.4	34.9	7.7	1.0	12.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	291	99.7	49.5	39.9	9.6	1.1	15.3	N/A	N/A
Disabled	45	100.0	95.3	4.7	0.0	0.0	0.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	99.7	55.6	35.2	8.3	0.9	13.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	330	99.7	56.3	35.2	7.5	0.9	12.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	281	99.6	57.8	34.5	7.3	0.4	11.6	No	Yes
Full-pay meals	52	100.0	42.9	38.8	14.3	4.1	22.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	336	100.0	57.2	34.5	6.2	2.2	15.1	No	Yes
<b>Gender</b>									
Male	161	100.0	60.6	31.6	7.1	0.6	12.3	N/A	N/A
Female	175	100.0	54.1	37.1	5.3	3.5	17.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	321	100.0	58.1	34.5	5.8	1.6	14.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	291	100.0	51.8	38.7	7.1	2.5	17.4	N/A	N/A
Disabled	45	100.0	93.0	7.0	0.0	0.0	0.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	100.0	57.2	34.5	6.2	2.2	15.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	330	100.0	58.0	34.8	5.6	1.6	14.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	281	100.0	59.1	33.7	5.4	1.8	12.7	No	Yes
Full-pay meals	52	100.0	46.9	38.8	10.2	4.1	28.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	336	100.0	71.4	20.3	4.0	4.3	8.3
<b>Gender</b>							
Male	161	100.0	71.0	20.0	4.5	4.5	9.0
Female	175	100.0	71.8	20.6	3.5	4.1	7.6
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	321	100.0	72.2	20.1	4.2	3.5	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	291	100.0	67.7	22.7	4.6	5.0	9.6
Disabled	45	100.0	95.3	4.7	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	100.0	71.4	20.3	4.0	4.3	8.3
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	330	100.0	72.1	20.4	4.1	3.4	7.5
<b>Socio-Economic Status</b>							
Subsidized meals	281	100.0	73.6	19.2	3.6	3.6	7.2
Full-pay meals	52	100.0	59.2	26.5	6.1	8.2	14.3

<b>Social Studies</b>							
All Students	336	100.0	62.8	30.8	4.3	2.2	6.5
<b>Gender</b>							
Male	161	100.0	64.5	29.0	5.2	1.3	6.5
Female	175	100.0	61.2	32.4	3.5	2.9	6.5
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	321	100.0	63.9	30.7	3.5	1.9	5.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	291	100.0	58.5	34.0	5.0	2.5	7.4
Disabled	45	100.0	90.7	9.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	100.0	62.8	30.8	4.3	2.2	6.5
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	330	100.0	63.6	30.7	3.8	1.9	5.6
<b>Socio-Economic Status</b>							
Subsidized meals	281	100.0	63.4	31.5	3.6	1.4	5.1
Full-pay meals	52	100.0	59.2	26.5	8.2	6.1	14.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	57.1	33.3	8.7	0.8	9.5
	7	118	99.2	53.9	40.0	6.1	0.0	6.1
	8	112	99.1	64.5	27.1	7.5	0.9	8.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	54.2	34.4	9.4	2.1	11.5
	7	122	99.2	56.4	34.2	9.4	0.0	9.4
	8	115	100.0	55.9	36.9	6.3	0.9	7.2
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	40.5	46.0	13.5	0.0	13.5
	7	118	99.2	63.5	30.4	5.2	0.9	6.1
	8	112	99.1	72.0	26.2	1.9	0.0	1.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	47.9	37.5	9.4	5.2	14.6
	7	122	100.0	52.5	39.8	6.8	0.8	7.6
	8	115	100.0	70.3	26.1	2.7	0.9	3.6
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	62.7	19.8	12.7	4.8	17.5
	7	118	99.2	74.8	22.6	1.7	0.9	2.6
	8	112	99.1	82.2	17.8	0.0	0.0	0.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	67.7	19.8	4.2	8.3	12.5
	7	122	100.0	70.3	19.5	5.1	5.1	10.2
	8	115	100.0	75.7	21.6	2.7	0.0	2.7
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	69.0	28.6	1.6	0.8	2.4
	7	118	99.2	78.3	19.1	2.6	0.0	2.6
	8	112	99.1	65.4	29.0	3.7	1.9	5.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	99	100.0	54.2	35.4	6.3	4.2	10.4
	7	122	100.0	61.0	30.5	5.9	2.5	8.5
	8	115	100.0	72.1	27.0	0.9	0.0	0.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 344)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.7%	Down from 10.0%	9.8%	16.7%
Retention rate	2.7%	Up from 0.5%	3.9%	2.5%
Attendance rate	96.3%	Up from 94.2%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 13.1%	1.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 11.9%	1.3%	1.0%
Eligible for gifted and talented	5.0%	Down from 5.4%	7.1%	15.6%
On academic plans	0.0%	N/AV	54.7%	39.9%
On academic probation	0.0%	N/AV	3.3%	0.7%
With disabilities other than speech	13.5%	Down from 14.8%	14.7%	12.4%
Older than usual for grade	8.1%	Down from 8.6%	7.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.7%	Down from 32.8%	1.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	40.7%	No change	54.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.3%	N/A	16.4%	9.1%
Teachers with emergency or provisional certificates	36.4%	Up from 32.0%	13.6%	5.6%
Teachers returning from previous year	83.2%	Up from 80.2%	76.7%	84.6%
Teacher attendance rate	95.1%	Down from 97.5%	94.2%	94.8%
Average teacher salary	\$41,894	Down 3.1%	\$40,475	\$42,267
Prof. development days/teacher	10.7 days	Up from 7.5 days	11.7 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 15.9 to 1	18.9 to 1	21.1 to 1
Prime instructional time	87.9%	Down from 90.0%	87.3%	89.0%
Dollars spent per pupil*	\$8,237	Up 15.8%	\$7,450	\$6,243
Percent of expenditures for teacher salaries*	48.2%	Down from 66.0%	55.3%	59.8%
Percent of expenditures for instruction*	59.9%		64.0%	65.2%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	90.9%	Up from 65.6%	92.7%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As the only middle school in Hampton District Two, we embraced the community and developed a bond based on commitment and support. We are a professional learning community working together for the success of all of our children.

This year we worked on developing a blueprint for excellence and laying the foundation for success. We decided to become a Professional Learning Community (PLC). As our school moved forward, every professional in the building engaged with colleagues in the ongoing exploration of three crucial questions that drove the work of those within our professional learning community:

What do we want each student to learn?

How will we know when each student has learned it?

How will we respond when a student experiences difficulty in learning?

As part of our professional learning community, we created a culture of collaboration focusing on results in which teachers worked together to analyze and improve their classroom practice.

We piloted single-gender classes and TAP (Teacher Advancement Program) and introduced smart-board technology into our instructional programs. Our students earned exemplary writing awards, and our mentoring program HOSTS (Help One Student To succeed) earned the national exemplary award.

At Estill Middle School, during the 2006-2007 school year, we will continue to build on our foundation. We will offer advanced programs of study designed to meet the needs and talents of our students in partnership with our parents and the community.

Fayette Nick, Principal

Marsha Robinson, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	100	66
Percent satisfied with learning environment	57.1%	46.4%	49.2%
Percent satisfied with social and physical environment	76.2%	46.5%	48.4%
Percent satisfied with school-home relations	66.7%	67.0%	56.9%

\*Only students at the highest middle school grade level at this school and their parents were included.